



# Whole School Approach to Behaviour

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Version 3

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## Our School Mission

At St Joseph's, we believe our motto holds true 'Trust In God, Pride In Self, Dignity Of All' where every human life is sacred and the dignity of the human person is the **foundation of our intrinsic worth**. We trust that God is our compass, keeping us on the right path.

*'As a community, we have an obligation to ensure that every person lives with dignity and has sufficient opportunities for his or her integral development.'*

*(Pope Francis, Brothers and Sisters to Us Fratelli Tutti, no. 118)*

## Rationale

At St Joseph's Primary School, we are a Catholic community committed to providing a safe, supportive, and faith-filled environment where every child can grow as a disciple of Jesus. In partnership with families, we nurture respectful, responsible, and compassionate learners guided by Gospel values.

We believe behaviour is a form of learning. Just as with literacy and numeracy, children need to be explicitly taught, practised with, and guided in the social and emotional skills required to live well in community. Our Positive Behaviour Support (PBS) framework ensures expectations are clear, consistent, and proactive, with a strong focus on respect for self, others, learning, and the environment.

Through consistent expectations, positive relationships, and open communication, we foster an atmosphere where all students feel safe, supported, and encouraged to grow academically, socially, emotionally, spiritually, and physically.

## Purpose of the Guidelines

These guidelines outline the school's expectations for promoting positive student behaviour and maintaining a safe, respectful learning environment. They provide a consistent process for managing behaviour at school, during travel to and from school, at off-site school activities, and in situations outside school hours or premises, including social media use, where there is a clear connection to the school.

This guideline will be implemented within the context of related DLCS Policies such as:

- DLCS Pastoral Care Policy
- DLCS Student Anti-Bullying Prevention and Response Procedures
- DLCS Student Prohibit Weapons Procedures
- DLCS Suspension, Expulsion and Exclusion Policy
- DLCS Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People.

This guideline will be implemented within the context of the terms and conditions of enrolment.

## **Rights and Responsibilities**

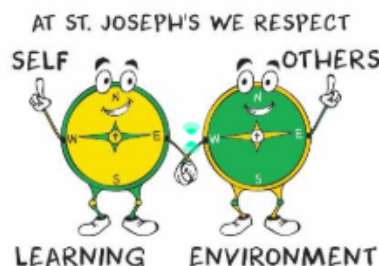
This Whole School Approach to Behaviour Guidelines applies to all staff, parents/caregivers and students at St Joseph's Primary School. It outlines our school-wide behaviour expectations and procedures for responding to inappropriate behaviour. All stakeholders are to make themselves familiar with the contents of this document and ensure they comply with the procedures outlined within it.

Each year, staff are given professional development around best practice for Pastoral Care, including building positive relationships, anti-bullying approaches, engaging classroom environments, supporting students with additional needs and connecting with families. Targeted, ongoing professional development for staff ensures that everyone can individually and collectively enact the Whole School Approach to Behaviour. This process is lead by the Pastoral Care Team and the Leader of Student Engagement.

## **Evidence Based Approach**

PBS is founded upon an understanding that behaviours that challenge serve important functions for those who display them. They develop and are maintained within the context of a person's abilities, needs (including their physical and mental health) and circumstances and, critically, the characteristics of the social and physical environment within which the behaviour occurs. These environments often contain or lack important features that are provocative of behavioural challenges, and the term 'challenging environments' has been used to stress that many of the causal factors behind such behaviours lie outside the person. This understanding, together with many of the assessment and intervention methods utilised in PBS, is grounded in constructional principles and procedures from behaviour analysis. PBS is also an inclusive approach which incorporates additional evidence-based approaches that are supportive of its stated values and compatible with its overarching framework.

*Positive Behavioural Support: A Competence Framework, Positive Behavioural Support (PBS) Coalition UK [link](#)*



## Catholic Foundations:

Our four school rules are grounded in Gospel values and Catholic Social Teaching:

At St Joseph's we **Respect**:

- **Self** – “I follow in the footsteps of Jesus.”
- **Others** – “I respect the dignity of others.”
- **Learning** – “I use a growth mindset to strengthen the talents God gave me.”
- **Environment** – “I care for God's creation and all environments I am in.”

These rules and values reflect Jesus' call to love God, love others, and care for creation.

(John 13:34; Genesis 1:26–31; Laudato Si')

| At St Joseph's we respect...                                                        | Catholic Focus Statement                                             | Explanation                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <i>I follow in the footsteps of Jesus.</i>                           | At St Joseph's, we encourage students to be proud of themselves and their choices. Respecting self means taking responsibility for actions, making safe decisions, wearing the uniform with pride, and showing resilience by always trying their best. We remind students that they are made in the image of God and are called to walk in the footsteps of Jesus with confidence and dignity.              |
|  | <i>I respect the dignity of others.</i>                              | Respect for others is shown through kindness, fairness, and inclusion. Students are encouraged to use respectful words and actions, listen to the opinions of others, play fairly, and make sure everyone feels valued. This reflects the Gospel teaching to 'love one another as I have loved you' (John 13:34), recognising the dignity of every person as a child of God.                                |
|  | <i>I use a growth mindset to strengthen the talents God gave me.</i> | Respecting learning means being prepared, engaged, and willing to give their best effort. Students are taught to listen carefully, contribute positively, use a growth mindset, and support the learning of others. In doing so, they honour the talents and gifts given to them by God and show gratitude through their effort and perseverance.                                                           |
|  | <i>I care for God's creation and all environments I am in.</i>       | At St Joseph's, we teach students to care for God's creation and all the spaces we share. Respecting the environment includes looking after belongings, keeping classrooms and playgrounds tidy, using resources responsibly and caring for the natural world and sacred spaces. This follows the call of Pope Francis in Laudato Si' to be stewards of creation and to protect the Earth, our common home. |

## Promoting Positive Behaviour

### **Positive Behaviour Rules & Expectations:** [\(Appendix 1\)](#)

The Positive Behaviour Matrix outlines the expected behaviours aligned with our four school rules:

- Respect Ourselves
- Respect Others
- Respect Learning
- Respect the Environment

These rules form the foundation of a safe, positive, and inclusive environment where every student feels valued and welcomed. The expectations are grounded in proactive classroom management strategies that are:

- collaboratively developed
- explicitly taught
- consistently reinforced

### **Teaching the Expectations**

- Expectations are explicitly taught during Friday assemblies by Year 6 student leaders, following the Positive Behaviour Matrix.
- Scripts are used deliberately to model and demonstrate the desired behaviours in real-life scenarios.
- Each expectation is introduced and reinforced across the school year, with targeted revisiting as needed in response to student needs or school data.
- The rules and expectations are visually displayed throughout the school and regularly reinforced in the fortnightly Newsletter.

### **Acknowledging Positive Behaviour**

Recognising that some students require additional support to meet these expectations, the school promotes positive behaviour through a structured reward system:

- *S.O.L.E. Cards* – awarded to individuals demonstrating respect for *Self, Others, Learning*, or the *Environment*.
- *S.O.L.E. Superstar Awards* – presented weekly at assemblies to acknowledge students modelling our values. [\(Appendix 5\)](#)
- *S.O.L.E. Celebration Day* – held each term to honour and celebrate students who consistently demonstrate respect across all areas of school life.

Recognising the diverse needs of our students, St Joseph's ensures that:

- **Students with additional needs** are supported through personalised strategies outlined in individual plans, designed in collaboration with teachers, support staff, and families.
- **Kindergarten students** are given extra support and explicit guidance as they learn and practise the processes of school life, ensuring a smooth and nurturing transition.

## Positive Behaviour Expectations

### **Positive Behaviour Flowchart** ([Appendix 2](#))

The Behaviour Management Process at St Joseph's is implemented in a **sequential and consistent way**, guided by Positive Behaviour principles and supported by our wider pastoral care framework. This includes strategies tailored for students with additional needs, as well as those experiencing anxiety or other social/emotional challenges.

The final decision of the policy regarding behaviour management rests with the Principal.

Consequences will:

- Be applied calmly
- Be appropriate to the behaviour and just
- Be as immediate as possible
- Be consistent
- Reflect Christian values, including the dignity of the human person and the values of Jesus Christ
- Follow restorative practices

### **Flowchart Process**

The Behaviour Management Flowchart outlines how staff acknowledge positive behaviours and respond to inappropriate ones in a clear, step-by-step manner. It includes:

- **Acknowledgement of Positive Behaviours** – celebrating students who demonstrate respect and follow school expectations.
- **Verbal Warnings and Redirections** – low-level teacher responses to guide students back on task.
- **Time Out / Reflect & Reset** – opportunities for students to pause, reflect, and take responsibility for their behaviour.
- ❖ **Recording of Behaviours:**
  - *Minor behaviours* (e.g., low-level disruptions) are recorded on Compass and managed by the classroom or playground teacher through immediate, low-intensity strategies.
  - *Major behaviours* (e.g., significant disruption, safety concerns) are also recorded on Compass and require the involvement of senior staff with more formal interventions.
- **Students with additional needs** have individual behaviour plans tailored to their circumstances. These are developed collaboratively with teachers, support staff, and families. However, if a student does not respond to the strategies outlined in their plan, the Behaviour Management Flowchart will be followed to ensure fairness, consistency, and safety for all.

## Behaviour Strategies

This consistent categorisation helps staff apply support and consequences fairly, ensuring a respectful, safe, and nurturing learning environment. Students and parents are made aware of these procedures and the behavioural expectations at St Joseph's.

## Microskills

A key feature of our approach is the use of Microskills ([Appendix 3](#)). These are practical, targeted teaching techniques that assist teachers in both instruction and behaviour management.

They include strategies such as:

- Active listening
- Effective questioning
- Allowing appropriate wait time
- Using nonverbal communication (e.g., eye contact, signals)
- Giving clear and concise instructions

Microskills are used alongside teachers' own reward systems to maintain a positive classroom climate. By combining proactive teaching, recognition of positive behaviour, and consistent responses to inappropriate behaviour, students are supported to live out the four school rules — *Respect Self, Others, Learning, and the Environment*.

## **Reflect & Reset:** ([Appendix 4](#))

The **Reflect and Reset process** is a structured intervention designed to help students take responsibility for their actions while supporting a safe and positive school community.

- **First Reflect and Reset in a term:**  
The student meets with the Assistant Principal or the Leader of Student Engagement and engages in a guided reflection activity. Parents are informed by letter to ensure they are aware of the incident and the reflective process their child has undertaken. Letters must be signed by the parent or carer and returned the following day.
- **Second Reflect and Reset in a term:**  
The student is formally placed at risk of missing the next school event (e.g., excursion, carnival, celebration). Parents are notified, and the student is reminded of the need to take responsibility for making better choices. Letters must be signed by the parent or carer and returned the following day.
- **Third Reflect and Reset in a term:**  
The student does not attend the next school event. They also meet with the Assistant Principal or the Leader of Student Engagement for a Re-Teach Behaviour Expectations session. Parents are notified by the class teacher or the Principal to ensure clear communication and support from home.
- **Recurring Reflect and Reset sessions (after the Re-Teach):**  
If the behaviour continues after the Re-Teach, the student's needs are addressed through a case conference approach. A Wellbeing Request is logged on Compass to ensure appropriate tracking and follow-up. A Pastoral Care Team meeting is convened to develop a tailored plan of support.

This collaborative process ensures the student receives the necessary support to restore positive engagement and to uphold the school's values of respecting Self, Others, Learning, and the Environment.

**NOTE:** Responses to unacceptable behaviour are framed by the principles of procedural fairness including the right to be heard, the right to respond, and the proportionality of the consequence.

Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. The school does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.

The school will seek advice from DLCS staff if it is considering implementing restrictive practices. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

The school will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour.

Any form of unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to the police or other authorities, as appropriate such as, the Regional Assistant Director and the Child Safeguarding Manager.

### **Suspension, Expulsion and Exclusion**

Diocese of Lismore Catholic Schools and St Joseph's acknowledges that there will be some instances where it is appropriate to suspend the student from school for a temporary period of time; to expel a student permanently or conditionally; to transfer the student to a different educational setting within the diocesan system of schools; or, in some instances, to exclude the student from all Catholic schools in the Diocese of Lismore.

The safety and wellbeing of the students, parents, employees, contractors and volunteers in diocesan schools is always paramount.

St Joseph's Primary School will follow the diocesan policy and standard of practice listed below

- Suspension, Expulsion and Exclusion Policy
- Suspension and Expulsion SOP

The full procedure can be accessed [\(link\)](#).

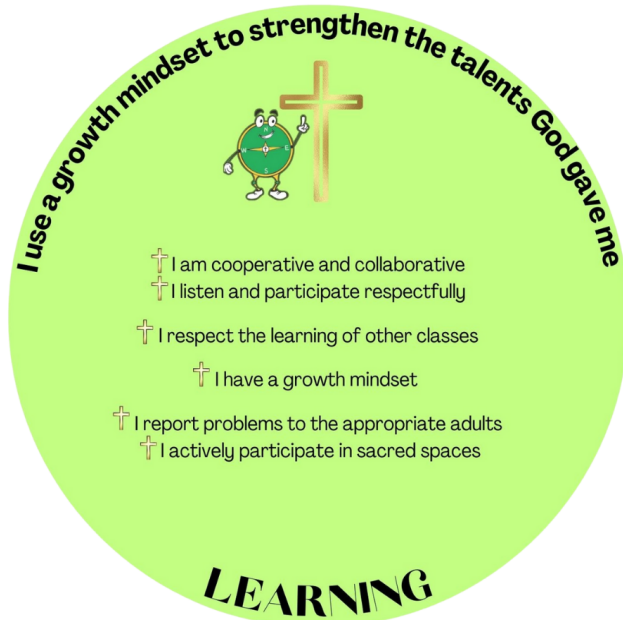
### **Student Anti-Bullying Prevention and Response**

St Joseph's Primary School takes all allegations of bullying seriously. We are committed to creating a safe and supportive environment and work closely with students and families to provide support and resolution in these circumstances.

Our school follows the **Diocese of Lismore Catholic Schools' Student Anti-Bullying Prevention and Response Procedure**, which outlines clear steps for prevention, reporting, investigation, and response. The full procedure can be accessed here [\(link\)](#).

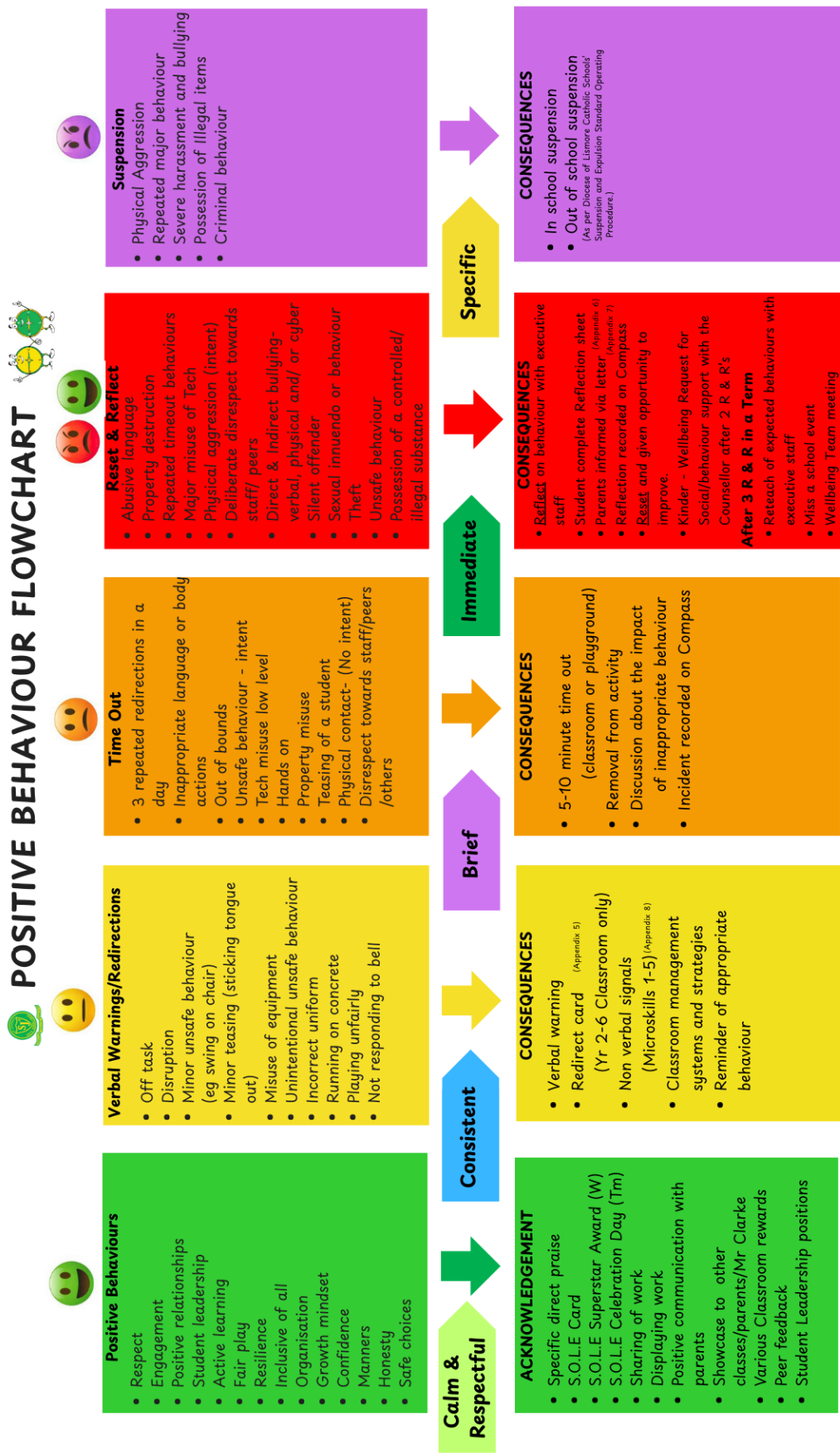
## Appendix 1

### Positive Behaviour Rules & Expectations



Appendix 2

Positive Behaviour Flowchart



Appendix 3  
**Microskills**

| Micro skill                                         | Definition                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establishing Expectations                           | Clear boundaries in the school environment about what is acceptable and unacceptable behaviour within the school environment. Teachers establish clear expectations so that students can learn in a productive, harmonious environment.                                           |
| Instruction Giving                                  | Staff to give clear direction about what to do. This is demonstrated by giving short, clear instructions to help students understand what is expected of them.                                                                                                                    |
| Verbal redirections                                 | Verbal redirection is an effective way to get the student's attention on what they should be doing, reinforce the rules and expectations, and show that teachers are aware of behaviour in the classroom.                                                                         |
| Waiting and scanning                                | To wait a short time after you give an instruction. This allows students to have time to process the direction and communicates the expectation that students will follow through with the instruction you have given.                                                            |
| Cueing with Parallel Acknowledgement                | When teachers acknowledge students who are on task with the intention of prompting another student to follow suit. This cues other students to match the behaviour that is being acknowledged, and it is an alternative to redirection.                                           |
| Body Language Encourage and non-verbal redirections | Teachers intentionally use body language to encourage students to remain on task                                                                                                                                                                                                  |
| Descriptive Encouraging                             | To encourage students to become more aware of their competence by commenting on their behaviour. This describes back to students the behaviour that you know will help them learn and reinforces a positive, supportive learning environment.                                     |
| Tactical Ignoring/Selective Attending               | This is when teachers intentionally give minimal attention to off-task behaviour. This avoids unintentionally reinforcing off-task behaviours, particularly when attention-seeking is involved.                                                                                   |
| Giving a choice                                     | Teachers respectfully confront students who are disrupting others with the available choices and their natural consequences.                                                                                                                                                      |
| Following through                                   | The resolute, planned action in the face of ongoing disruptive behaviour that is seriously disturbing the learning environment. It models assertive communication                                                                                                                 |
| Debriefing                                          | To provide an opportunity for people who have participated in or witnessed a potentially traumatic classroom or campus event to talk it through. It helps present an ongoing situation developing from the original problem and provides others with an opportunity to calm down. |

## Appendix 4

### Reset & Reflect Letters

#### Student Letters Stage 1



## Reflect & Reset

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ Date: / /

What happened? What did you **CHOOSE** to do?

How did it make others feel?

Which expectation did I fail to follow? Respect for:






Next Time I will:

Student signature: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

Reflect & Reset Parent Acknowledgement Form sent home Yes / No

#### Student Letters Stage 2 & Stage 3



## Reflect & Reset

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ Date: / /

1. Circle the school rules that I need to reset.
 





2. Explain what happened.
3. How did my actions affect others and my learning?
4. How can I make a more positive choice next time?
5. How can I **own** my actions and improve moving forward?

Student signature: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

Reflect & Reset Parent Acknowledgement Form sent home Yes / No

#### Parent Letter







Date: / /

Dear Parent/Guardian,

Your child, \_\_\_\_\_, participated in a "Reflect and Reset" (R&R) today during lunchtime to focus on making more positive and appropriate behaviour choices at St. Joseph's.

This is your child's First / Second / Third "Reflect and Reset" this term. If this is their second, they are now at risk of missing the next major school event. If they reach three sessions, they will automatically miss the event and take part in a Re-Teach Behaviour Expectations session to revisit our school's rules and expectations.

As part of this process, your child completed a Reflection Sheet to take ownership of their behaviour, consider its impact on others, and reflect on ways to make amends. This approach is designed to help students better understand their actions and how they contribute to creating a positive school community.

We encourage you to discuss this matter with your child to reinforce the importance of positive behaviour. Please sign the attached Parent Acknowledgement Slip and return it to school to confirm that you have reviewed this matter with your child.

Thank you for your support in fostering a respectful and responsible learning environment at St. Joseph's.

Reflect and Reset" given by:

Classroom Teacher:

#### Parent Acknowledgement Slip







### Parent Reflect & Reset Acknowledgement Slip

I acknowledge that I have been informed about my child's participation in a **Reflect and Reset** session at St. Joseph's School. I have discussed this matter with my child and understand the steps being taken to support their learning and behaviour choices.

Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: / /

Parent/Guardian/Carer Name: \_\_\_\_\_

Parent/Guardian/ Carer Signature: \_\_\_\_\_



# S.O.L.E SUPERSTARS

## PETER SMITH

Congratulations Peter. We are blown away by the way you have stepped up this week - particularly in the way that you are making an effort to respect the learning and personal spaces of others. We are sure you that love the sense of accomplishment that you feel when you are celebrated and we love seeing the smile on your face when you are feeling proud. Keep up the great work, Peter!

*Mrs Traise*



Trust in God Pride in Self Dignity of All